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This study was designed and conducted to obtain data regarding business education teachers' knowledge, needs, and interest in vocational education, specifically federally reimbursed vocational business and office occupations programs. The sample consisted of 142 secondary business education teachers in 82 Wyoming schools, which varied in enrollment from less than 50 students to over 300 students in both 3- and 4-year programs. Data was collected by questionnaire which included questions related to the school system and to teacher preparation. The questionnaire was designed to be answered from the teachers own knowledge and was not intended to require any research. The findings reveal that: (1) 76 percent of the respondents said that they were not vocationally certified, did not know that they were vocationally certified, or did not answer the question, (2) 31 percent of the respondents indicated that they had less than 1 year of office related work experience, (3) When asked if they were presently teaching in a federally reimbursed program, 55 percent said they were not, 22 percent indicated that they did not know, and 7 percent did not respond to the question. It was concluded that a high percent of teachers lack vocational knowledge. (CH)

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FINAL REPORT

"A STUDY OF WYOMING BUSINESS EDUCATION TEACHERS'  
KNOWLEDGE AND UNDERSTANDING OF  
VOCATIONAL EDUCATION"

By

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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June, 1969



# THE STATE OF WYOMING

DEPARTMENT OF EDUCATION  
CHEYENNE

HARRY ROBERTS  
STATE SUPERINTENDENT

November 6, 1968

Dear Wyoming Business Educator:

You may recall a letter and a questionnaire concerning a study to determine the needs of an interest in vocational business and office education, which was mailed to you about two weeks ago. The response to this effort has been heartening; approximately 50% of the business educators in Wyoming have returned the data. However, in order to assure conclusive programing and effective evaluation, a much greater percentage of responses is needed. Perhaps by the time you receive this letter your response will have been returned - if so, your cooperation and assistance is certainly appreciated. If, however, for some reason you have not been able to answer and return the questionnaire previously mailed to you, I would again like to seek your very necessary cooperation in this effort.

Your importance in this matter cannot be overemphasized and your cooperation is very vital.

Enclosed is another copy of the questionnaire, an explanation sheet, and a self-addressed, stamped envelope for your use. The questionnaire should be answered according to your present knowledge and is not intended to require any research on your part. All responses will be kept confidential and used only as part of the overall study.

There are several questions marked with an asterik, to be used in conjunction with an explanation sheet which has been supplied for your convenience.

This study has the approval of the State Director of Business and Office Education and is being coordinated through the Research Coordinating Unit of the State Department of Education.

Please take a few minutes now and answer and return the questionnaire.

Sincerely yours,

Bruce C. Perryman, Director  
Wyoming Research Coordinating Unit  
Research and Development Section

BCP:1kw

enc.

## ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to the many persons who by their cooperation and assistance made possible the completion of this study.

To Dr. A. C. Masterson, Head Business and Office Education, Department of Vocational Education, Colorado State University, Fort Collins, Colorado, for his guidance in the initial structuring of this study and for his untiring interest, direction and constructive criticism.

To Mr. Keiji G. O'Kano, Wyoming State Supervisor, Business and Office Education, Cheyenne, Wyoming, for his assistance during the designing, conducting, and reporting of this study.

To Mr. Bruce Perryman, Research Coordinating Unit, Wyoming State Department of Education, Cheyenne, Wyoming, for his assistance in preparing and mailing of the questionnaire and for his suggestions in the final stages of the study.

To the many business education teachers in Wyoming who assisted by answering the questionnaire.

To the writer's family and friends for their encouragement to do further study.

To the writer's mother for her concern and patience extended during the writing of this report.

N.M.H.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
Rationale and Scope of the Study	
Problem	
Delimitations	
Definitions	
An Evaluation of the Study	
II. METHODS AND PROCEDURES	5
Sample	
Development of Data Gathering Instrument	
Distribution and Return of the Questionnaire	
Treatment of the Data	
Summary	
III. ANALYSIS OF BUSINESS TEACHERS' RESPONSES	8
Description of the Sample	
Summary	
IV. THE SUMMARY	37
The Problem	
Methods and Procedures	
Findings	
Conclusions	
Recommendations	
Summary	
APPENDIX	44

## LIST OF TABLES

Table	Page
I. Indicates highest degree held and years of graduation in relation to male and female responses.	9
II. Teaching experience for men and women in their present position, experience in Wyoming and total teaching experience.	14
III. Number of business education teachers assigned to schools ranging in size from less than fifty to more than three hundred.	15
IV. Teachers Having College Hours In Vocational Education.	17
V. Teachers Having College Hours In Vocational Education.	18
VI. Wyoming Business Teacher Responses to the Question: "Are you vocationally certified in Wyoming?"	19
VII. Wyoming Business Teacher Responses to the Question: "Could you be vocationally certified in Wyoming?"	20
VIII. Teachers having office related work experience, and the recency of that experience.	21
IX. Number of years of office and/or office related work experience in relation to degrees held.	24
X. Responses to the question, "Explain how a Federally reimbursed vocational business and office occupations program operates.	27
XI. Indicates the percentage of teachers presently working in vocational programs and interest of teachers and administrators in establishing vocational programs.	29

Table	Page
XII. Indicates respondents' basic conception of a vocational business and office occupations program.	31
XIII. Indicates the teachers' knowledge or estimate of student enrollment in junior colleges or four-year institutions--and their knowledge or estimate of those enrolled who receive a baccalaureate degree.	33
XIV. Indicates the percentage of responses concerning a division between Distributive Education and Business Education at the State level.	35



## CHAPTER I

### INTRODUCTION

This study was designed to determine the needs of and interest in Vocational Business and Office Education in Wyoming. Specifically the study involved: (a) teachers' qualifications for vocationally reimbursed business and office occupations programs, (b) teachers' interest in vocationally reimbursed business and office occupations programs, and (c) teachers' general knowledge and understanding of vocational business and office occupations programs.

The American way of life today is, indeed, more complex than ever before; and certainly a rapidly changing society demands that business teachers be prepared to cope with existing contingencies that accompany social and economic trends.

#### Rationale and Scope of the Study

Students will need to cope with the many changes in society today, and business teachers should be prepared to educate young people in a manner most suited to their needs and interests. Business education must adjust its programs to meet the changes in today's business world.

Experience has taught us that all too often students leave high school unprepared for our changing society. Their intentions are good; they plan on college because that is the thing to do. However, for a variety of reasons many of them do not complete a college program; many



never begin. It is a financial impossibility for many; others lack ability or desire. Still others marry and begin their families immediately upon completion of their high school program.

The study was undertaken to determine the vocational competency of classroom teachers in Wyoming. The objective of the study was to determine the existing teachers' qualifications, interests and needs of business teachers in the State.

Teachers must anticipate and recognize change, meet new demands and set new directions for programs to the individuals' benefit. Each business education teacher is today challenged to adapt programs to meet individual needs at the secondary school level.

A strong business education program must meet the needs of its students, of the community, and of the nation. If business education is to be a vital force in today's society, it must recognize that vocational education is an integral part of the total educational program in our secondary schools.

There is no intention of setting up new values to replace the previously established ones in business education; but rather to call attention to the need for adding certain criteria to the worthwhile ones now being used.

### The Problem

The problem undertaken in the study was to determine how business education teachers' knowledge of vocational education and qualifications compare with their needs and interests. The results of the investigations will be used as a basis for determining additional personnel needs at the State level and for establishing a chain of communication from the State

Department of Education to the classroom teachers.

### Delimitations

The study was limited to public school teachers of business education on the secondary level in Wyoming. Business education teachers presently employed were solicited.

### Definitions

Business education teachers--those persons involved in teaching any business subject, either for personal or vocational use.

Federally reimbursed program--an approved vocational program for which Federal money is being received in support of the program.

Cooperative program--a vocational program where students are receiving on-the-job training from local employers in conjunction with the classroom learning.

Vocational Education--systematic instruction and drill designed to develop those knowledges, skills, interests, and aptitudes of, or pertaining to, an employment, vocation, occupation or profession.

### An Evaluation of the Study

Because of rapid social and economic changes and increasing demands on our educational system, it is believed that the State Departments of Education need to examine the qualifications of business education teachers in terms of teaching vocational programs. They need also to examine the vocational needs and interests of teachers and in turn the needs and interests of students.

Believing that business education teachers' responses are a valid index to student needs, the study was made to obtain information which

would be used to give direction to further teacher education and training in terms of vocational business and office education.

## CHAPTER II

### METHODS AND PROCEDURES

It is of the utmost importance to realize that vocational education is a special kind of education, just as is medicine, law or pharmacy. Vocational education has reference to education for useful employment in a specific field. It attempts to give a great segment of our population occupational competence.

In too many instances the schools have not kept pace with employment opportunities and have not provided training for the openings that are available to youth today. Not enough opportunity has been given to the high school student to choose what he really likes or dislikes, or can do best.

The purpose of this study was to determine the needs and interest of business education teachers with the expectations that the reported data might serve as a guide to the State Department of Education in determining personnel needs and qualifications of business education teachers.

#### Sample

Business education teachers presently teaching in Wyoming were mailed questionnaires requesting their knowledge about vocational business and office education. Some questions specifically related to their own school systems; others related to teacher preparation. The questionnaire was to be answered according to the teachers' own knowledge and was not

intended to require any research.

One hundred seventy-two secondary business education teachers in eighty-two schools, were mailed a questionnaire and an instruction sheet. Schools varied in enrollment from less than fifty students to over three-hundred students in both three and four-year programs.

### Development of Data Gathering Instrument

During the 1968 summer session at Colorado State University, Fort Collins, Colorado, the questionnaire was developed in consultation with Mr. Keith Bagley, Mission, South Dakota; Mr. Ed Valencich, Tonopah, Nevada; and Dr. A. C. Masterson, Head of the Division of Business and Office Education, Department of Vocational Education, Colorado State University, Fort Collins, Colorado.

In late August, 1968, Mr. Keiji G. O'Kano, Wyoming State Department of Education, was contacted for approval of the questionnaire and study. His cooperation was solicited and received. At Mr. O'Kano's suggestion, Mr. Bruce Perryman, Director of the Research Coordinating Unit, Wyoming State Department of Education, Cheyenne, Wyoming was invited to participate in the study.

Mr. Perryman made several suggestions and minor changes in the questionnaire. The researcher prepared a final draft of the questionnaire (See Appendix A), along with an instruction sheet (See Appendix B) which was approved by Mr. Perryman.

### Distribution and Return of the Questionnaire

A cover letter was written by Mr. Perryman (See Appendix C), endorsing the study. His letter, the questionnaire and instruction sheet

were printed by the Research Coordinating Unit and mailed October 21, 1968 from Cheyenne, Wyoming, to all Wyoming secondary business education teachers. The names, addresses and positions were provided through the office of Mr. Keiji O'Kano.

Each mailing contained a stamped, self-addressed envelope to the researcher. The Coordinating Unit had previously coded each return envelope, on the back, upper left-hand corner, using the typewriter stencil position.

A list of respondents was kept by the researcher. A follow-up letter (See Appendix D), written by Mr. Perryman, was mailed to those teachers from whom no response had been received, on November 6, 1968, from Torrington, Wyoming by the researcher. A questionnaire, explanation sheet and stamped, self-addressed, coded envelope were again enclosed.

#### Treatment of Data

The responses to each of the questions were tabulated, and tables combining significant factors were constructed. The number of responses and the percentage of the total responses for each area were calculated. Percentages were used to analyze responses pertaining to vocational business education that were or were not significant in determining teacher qualifications and vocational needs and interests.

#### Summary

This study was designed and conducted to obtain data regarding business education teachers' knowledge, needs and interests in vocational business education, specifically Federally reimbursed vocational business and office occupations programs.

## CHAPTER III

### ANALYSIS OF BUSINESS TEACHERS' RESPONSES

The purpose of this study was to find out collective needs and interests of business education teachers to compare with their present knowledge and qualifications for teaching vocational business and office education under a Federally reimbursed program. Questionnaires were sent to all secondary business education teachers in Wyoming. The study was conducted by the use of a questionnaire to obtain information concerning teachers' general knowledge, needs of and interest in vocational business and office education. Specifically, teachers were asked to explain how a Federally reimbursed vocational business and office occupations program operates and the difference between a vocational business and office occupations program and a general business education program.

#### Description of the Sample

Questionnaires were sent to one hundred seventy-two business education teachers in Wyoming. Responses were received from one-hundred forty-two teachers, thus having a 82.5 percent return. Eighty-two women and sixty men responded. Of those responding sixteen women and eighteen men hold advanced degrees.

Sixty-six women and forty-two men hold a baccalaureate degree. Forty women obtained their baccalaureate degrees within the period 1960-68, and twelve received their advanced degree during the same period.



Twenty-seven men received their baccalaureate degrees between 1960 and 1968, while thirteen received an advanced degree during the same period. Sixty-five percent of the respondents have obtained either a baccalaureate or advanced degree within the past eight years. See Table I.

TABLE I--indicates highest degree held and years of graduation in relation to male and female responses.

YEAR GRADUATED	FEMALE		MALE	
	Baccalaureate	Advanced	Baccalaureate	Advanced
1966-68	26	4	9	4
1963-65	9	6	8	4
1960-62	5	2	10	5
1955-59	7	2	7	3
1950-54	7	1	5	1
1940-49	7	1	2	0
1930-39	3	0	1	1
1928	2	0	0	0
TOTALS	66	16	42	18

\*All percentages have been rounded to the nearest whole number.

Table II indicates years of teaching experience in the respondents present position, experience in Wyoming, and total teaching experience.

Twenty-seven percent of the females indicated they had been in their present position for one year; twenty-seven percent had been there for two years; seven percent had been in their present position for three years; and seven percent had been there for four years. Two percent have not moved in five years. Eleven percent have held the same position between six and ten years, while five percent have been in the same position for eleven to fifteen years. Teachers with twenty-six or more years

in the same position were four percent of the females completing the questionnaire. Six percent of this group did not answer the question.

Fifteen percent of the responding males have been in their present positions for only one year, while ten percent have been in the same position for two years. Three years in the same position was indicated by eight percent; seven percent indicated four years and seven percent indicated five years in the same position. Thirty percent of the males responding have been in their present position between six and eleven years. Five percent have held the same position between sixteen and twenty years, while two percent have been in their present position between twenty-one and twenty-five years. Three percent of the male teachers did not answer the question.

Fifty-four percent of the women teachers stated that they had been in their present position not more than two years, while only fifteen percent of the men indicated this to be true. When the respondents were combined, forty-two percent indicated they had been in their present position one or two years.

Eight percent of the combined group indicated they had held the same position for three years, while seven percent indicated at least four years. Only four percent have held their present position five years and nineteen percent of this group held their position between six and ten years. Eight percent of this group indicated they had taught in the same school between eleven and fifteen years, while four percent have remained in the same position from sixteen to twenty years. One percent of the combined group has held the same position from twenty-one to twenty-five years and two percent for twenty-six or more years. Six percent of the combined respondents did not answer the question.

Table II indicates the number of years teaching experience in Wyoming. Of the eighty-two females answering the questionnaire, twenty-one percent of them have taught in Wyoming one year, while twenty percent have been teaching in Wyoming for two years. Six percent of the women have three years experience in Wyoming, while two percent indicated four years of Wyoming experience. Five years of experience was shown by nine percent of the respondents and eleven percent indicated six to ten years teaching experience in Wyoming.

Eleven percent of the female teachers indicated eleven to fifteen years teaching experience in Wyoming, while six percent had sixteen to twenty years experience in the State. Two percent of the responding women indicated twenty-one to twenty-five years and four percent said they had twenty-six or more years experience in Wyoming. Nine percent of this group did not answer the question.

Forty-one percent of the women indicated one or two years teaching experience in Wyoming, while nineteen percent of the men made the same statement. Twelve percent of the men have been teaching in Wyoming for one year, while seven percent have been in Wyoming for two years. Three years experience in Wyoming was indicated by eight percent of the responding males, while five percent indicated four years of teaching experience in the State. Eight percent have taught in Wyoming for five years and twenty-seven percent have taught from six to ten years in Wyoming. Eleven to fifteen years and sixteen to twenty years was reported by twelve percent in each category. Two percent of the men indicated twenty-one to twenty-five years experience, while three percent have taught in Wyoming over twenty-six years. Two percent of the responding men did not answer the question.

When the two groups were combined, thirty-one percent indicated one or two years teaching experience in Wyoming; seventeen percent one year, and fourteen percent two years. Seven percent indicated three years, while three percent indicated four years in Wyoming. Five years experience was reported by eight percent of the combined group. Eighteen percent indicated from six to ten years, while eleven percent indicated from eleven to fifteen years of teaching in Wyoming.

Eight percent reported sixteen to twenty years of teaching experience in Wyoming, while two percent reported twenty-one to twenty-five years. Four percent indicated twenty-six or more years teaching experience in Wyoming. Six percent of this group did not answer the question.

Table II finally indicates the total teaching experience in relation to the number of years taught. Thirty-three percent of the responding women indicated no more than two years teaching experience. Of this group, sixteen percent had only one years experience, while seventeen percent indicated two years experience.

Six percent of the women indicated three years and another six percent indicated four years total teaching experience. Five years was reported by ten percent of the respondents, while twelve percent indicated six to ten years experience. Eleven percent indicated eleven to fifteen years, while nine percent reported sixteen to twenty years total teaching experience. Twenty-one to twenty-five years experience was reported by four percent of the respondents, while twenty-six or more years was reported by six percent. Four percent of the responding women did not answer the question.

While thirty-three percent of the females reported less than three years experience, only sixteen percent of the responding males reported

the same experience. Eight percent have taught one year and eight percent have taught two years. Five percent of the men reported three years teaching experience, while two percent reported four years.

Five years teaching experience was indicated by seven percent of the responding men. Thirty-two percent of the men have taught six to ten years; while thirteen percent reported eleven to fifteen years teaching experience. Sixteen to twenty years was reported by eighteen percent of the males. A total of sixty-three percent of the responding males indicated from six to twenty years teaching experience.

Only five percent indicated over twenty years; three percent of them indicated twenty-six or more years teaching experience. Two percent of the responding males did not answer the question.

When the females and males were combined, twenty-six percent reported one or two years teaching experience; thirteen percent with each one and two years. Six percent of the combined group indicated three years, while four percent indicated four years. Five years experience was reported by eight percent and six to ten years were reported by twenty percent. Again, the six to ten year period had the largest percentage, followed closely by eleven to fifteen years and sixteen to twenty years with twelve and thirteen percent respectively.

Three percent of the combined group indicated twenty-one to twenty-five years total teaching experience, while five percent indicated twenty-six or more years. Three percent of the combined group did not answer the question. See Table II.

TABLE II.--Teaching experience for men and women in their present position,  
experience in Wyoming and total teaching experience.

NUMBER OF YEARS TEACHING	FEMALE				MALE				COMBINED RESPONDENTS			
	Present Position	Years in Wyoming	Total Experience	Present Position	Years in Wyoming	Total Experience	Present Position	Years in Wyoming	Total Experience	Present Position	Years in Wyoming	Total Experience
1	27%	21%	16%	15%	12%	8%	22%	17%	13%			
2	27%	20%	17%	10%	07%	08%	20%	14%	13%			
3	07%	06%	06%	08%	08%	05%	08%	07%	06%			
4	07%	02%	06%	07%	05%	02%	07%	03%	04%			
5	02%	09%	10%	07%	08%	07%	04%	08%	08%			
6-10	11%	11%	12%	30%	27%	32%	19%	18%	20%			
11-15	05%	11%	11%	13%	12%	13%	08%	11%	12%			
16-20	04%	06%	09%	05%	12%	18%	04%	08%	13%			
21-25	00%	02%	04%	02%	02%	02%	01%	02%	03%			
26-more	04%	04%	06%	00%	05%	03%	02%	04%	05%			
No answer	06%	09%	04%	03%	03%	02%	05%	06%	03%			
TOTALS	100%	101%	101%	100%	101%	100%	100%	98%	100%			

\*All percentages have been rounded to the nearest whole number.



Table III indicates that nine percent of the respondents teach in a school of less than fifty students. Sixteen percent represent schools of an enrollment of 51-100, while nine percent represent a school size of 101-200. Schools of 201-300 students are represented by six percent of the respondents and fifty-nine percent of the respondents teach in a school of 301 or more students.

Seventy-six schools in Wyoming are represented in the study. Seventeen percent of the representative schools have an enrollment of less than fifty students; twenty-two percent have an enrollment of 51-100; and seventeen percent have 101-200 students. Only four percent of the represented schools have a student enrollment of 201-300, while forty percent indicated an enrollment of over 300 students. See Table III.

TABLE III.--Number of business education teachers assigned to schools ranging in size from less than fifty to more than three hundred.

SCHOOL SIZE	Number of responding business teachers	Percentage of responding teachers	Number of responding schools	Percentage of responding schools
Less than 50	13	9	13	17
51-100	23	16	17	22
101-200	13	9	13	17
201-300	9	6	3	4
301 or more	84	59	30	40
TOTALS	142		76	

\*All percentages have been rounded to the nearest whole number.

Table IV indicates that fourteen percent of the responding females have earned between one and five hours of college credit in vocational education. Nine percent have earned between six and ten vocational hours.



One percent have earned between eleven and fifteen hours, while one percent have earned twenty-one or more hours in vocational education.

Fifteen percent of the responding males have earned between one and five hours of vocational credit, while five percent of them have earned between six and ten hours. Two percent of the men have earned sixteen to twenty hours. Five percent have earned twenty-one or more hours of vocational education credit.

When the respondents were combined, fifteen percent indicated they had earned one to five hours credit in vocational education. Six to ten hours have been earned by seven percent of the respondents. One percent of the combined group have earned eleven to fifteen hours; likewise one percent of the same group have earned sixteen to twenty hours. Three percent of the respondents have earned twenty-one or more college hours in vocational education.

Seventy-three percent of the respondents either did not answer the question or gave a negative answer to the question "Have you had any vocational education courses?" See Table IV.

TABLE IV.--Teachers Having College Hours In Vocational Education.

NUMBER OF SEMESTER HOURS*	Number of Female Respondents	Percent of Female Respondents	Number of Male Respondents	Percent of Male Respondents	COMBINED PERCENTAGE OF RESPONDENTS
1-5	12	14%	9	15%	15%
6-10	07	09%	3	05%	07%
11-15	01	01%	0	00%	01%
16-20	00	00%	1	02%	01%
21 or more	01	01%	3	05%	03%
No Answer	61	74%	44	73%	73%
TOTALS	82		60		

\*All hours have been converted to semester hours.

\*\*All percentages have been rounded to the nearest whole number.

Table V indicates that fifty-seven percent of the responding females, who answered the question, have earned between one and five hours of college credit in vocational education. Thirty-three percent have earned between six and ten vocational hours. Four percent have earned between eleven and fifteen hours, while four percent have earned twenty-one or more hours in vocational education.

Fifty-six percent of the responding males, who answered the question, have earned between one and five hours of vocational credit, while nineteen percent of them have earned between six and ten hours. Six percent of the men have earned sixteen to twenty hours. Nineteen percent have earned twenty-one or more hours of vocational education credit.

When the respondents were combined, fifty-seven percent indicated they had earned one to five hours credit in vocational education. Six to ten hours have been earned by twenty-seven percent of the respondents. Three

percent of the combined group have earned eleven to fifteen hours; likewise three percent of the same group have earned sixteen to twenty hours. Nine percent of the respondents have earned twenty-one or more college hours in vocational education. See Table V.

TABLE V.--Teachers Having College Hours In Vocational Education.  
(N=37)

NUMBER OF SEMESTER HOURS*	Number of Female Respondents	Percent of Female Respondents	Number of Male Respondents	Percent of Male Respondents	COMBINED PERCENTAGE OF RESPONDENTS
1-5	12	57%	9	56%	57%
6-10	7	33%	3	19%	27%
11-15	1	04%	0	00%	03%
16-20	0	00%	1	06%	03%
21 or more	1	04%	3	19%	09%
TOTALS	21		16		

\*All hours have been converted to semester hours.

\*\*All percentages have been rounded to the nearest whole number.

Sixty-one females and forty-four males either did not respond or gave a negative answer to the question "Have you had any vocational education courses?" Table V is based only on the number of persons responding to the question.

Table VI indicates the number of respondents vocationally certified in Wyoming. Twenty percent of those holding a bachelors degree and thirty-two percent holding a masters degree indicated they were vocationally certified in Wyoming. When the respondents were combined without regard to degree held, twenty-three percent were found to be vocationally certified in Wyoming.

Thirty-eight percent of those holding a bachelors degree indicated they were not vocationally certified and thirty-five percent holding the

masters indicated the same. When the bachelors and masters respondents were combined, thirty-seven percent indicated they were not vocationally certified in Wyoming.

Thirty-nine percent of the teachers holding the bachelors degree and thirty-two percent holding the masters degree did not know whether they were vocationally certified in Wyoming. The combined response of this group who did not know was thirty-seven percent. Three percent of the teachers with the bachelors degree did not answer the question. See Table VI.

TABLE VI.--Wyoming Business Teacher Responses to the Question:  
"Are you vocationally certified in Wyoming?"

TYPE OF RESPONSE	Number Holding Bachelor's Degrees	Percent Holding Bachelor's Degrees	Number Holding Masters Degrees	Percent Holding Masters Degrees	Combined Percentage of all Respondents
Yes	22	20%	11	32%	23%
No	41	38%	12	35%	37%
Don't Know	42	39%	11	32%	37%
No Answer	03	04%	00	00%	02%
TOTALS	108		34		

\*All percentages have been rounded to the nearest whole number.

Forty-three percent of those holding a bachelor's degree and twenty-six percent holding a masters degree indicated they could be vocationally certified in Wyoming. When the respondents were combined without regard for the degree held, thirty-nine percent indicated they could be vocationally certified in Wyoming.

Twelve percent of those holding a bachelor's degree indicated they could not be vocationally certified and six percent holding the masters indicated the same. When the bachelor's and masters respondents were

combined, eleven percent indicated they could not be vocationally certified in Wyoming.

Thirty-five percent of the teachers holding the bachelor's degree and forty-seven percent holding the masters degree did not know whether they could be vocationally certified in Wyoming. The combined response of this group who did not know was thirty-eight percent. Ten percent of the teachers with the bachelor's degree and twenty-one percent with the masters degree did not answer the question. See Table VII.

TABLE VII.--Wyoming Business Teacher Responses to the Question:  
"Could you be vocationally certified in Wyoming?"

TYPE OF RESPONSE	Number Holding Bachelor's Degrees	Percent Holding Bachelor's Degrees	Number Holding Masters Degrees	Percent Holding Masters Degrees	Combined Percentage of all Respondents
Yes	46	43%	09	26%	39%
No	13	12%	02	6%	11%
Don't Know	38	35%	16	47%	38%
No Answer	11	10%	07	21%	13%
TOTALS	108		34		

\*All percentages have been rounded to the nearest whole number.

Table VIII indicates the number of teachers having office related work experience, and the recency of that experience. Twenty-four percent of the males have had some office related work experience within the last year. Thirty-one percent of the same group have done office related work during the past five years, while forty-one percent have had work experience within the past ten years. Fifty percent of this group have had no work experience or did not respond to the question.

Twenty-four percent of the responding females have had some office

related work experience within the past year. Forty-nine percent of this group indicated they had some office related work experience within the past five years; while fifty-five percent of this group indicated some office related work experience within the past ten years. Thirty-six percent of this group have had no work experience or did not respond to the question.

When the respondents were combined without regard to sex, twenty-four percent indicated they had had some office related work experience within the last year. Forty-two percent of the same group have done office related work during the past five years, while forty-nine percent of this group have had experience within the past ten years. Forty-two percent of this group have had no work experience or did not respond to the question. See Table VIII.

TABLE VIII.--Teachers having office related work experience, and the recency of that experience.

OFFICE RELATED WORK EXPERIENCE	No. of Male Respon- dents	Percent of Male Respon- dents	No. of Female Respon- dents	Percent of Female Respon- dents	COMBINED PERCENTAGE of all RESPONDENTS
Last year	14	24%	19	24%	24%
Last 5 years	19	31%	40	49%	42%
Last 10 years	25	41%	45	55%	49%
None or No answer	30	50%	30	36%	42%

\*All percentages have been rounded to the nearest whole number.

Table IX indicates the number of years of office and/or office related work experience in relation to degrees held. Twelve percent of the teachers holding bachelor's degrees indicated they had no work



experience, while twenty-three percent of the group have had less than one year office related work experience. Thirteen percent of the above group indicated one to two years, while ten percent indicated two to three years of office related work experience.

Six percent of the teachers holding bachelor's degrees indicated they have between three and four years of office related work experience, while five percent indicated between four and five years experience. Six percent of this group indicated five to six years office related work experience, and three percent indicated six to seven years.

One percent of the teachers holding bachelor's degrees have worked between eight and nine years, while three percent of this group have ten or more years of office related work experience. Nineteen percent of the teachers holding bachelor's degrees did not respond to the question.

Three percent of the teachers holding masters degrees indicated they had no office related work experience, while fifteen percent of this group indicated less than one year's experience. Thirty percent of this group indicated they had one to two years of office related work experience, and fifteen percent indicated two to three years of office related work experience.

Nine percent of the teachers holding masters degrees indicated they had done office related work between three and four years, while three percent indicated four to five years office related work experience. Three percent also indicated between five and six years work experience.

Six percent of the teachers holding masters degrees indicated they had nine to ten years office related work experience, while nine percent of this group indicated they had ten or more years experience. Nine percent of this group did not respond to the question.



When the respondents were combined without regard to the degree held, ten percent indicated they had no office related work experience, while twenty-one percent indicated they had less than one year office related work experience. Seventeen percent of this group indicated one to two years related work experience, while eleven percent indicated they had done office related work between two and three years.

Seven percent of the combined respondents indicated they had three to four years office related work experience, and four percent of this group indicated four to five years office related work experience. Five percent of this group indicated five to six years, while two percent indicated six to seven years office related work experience.

One percent of the combined respondents indicated between eight and nine years, while one percent also indicated between nine and ten years office related work experience. Four percent of this group indicated ten or more years office related work experience. Sixteen percent of the combined respondents did not answer the question. See Table IX.

TABLE IX.--Number of years of office and/or office related work experience in relation to degrees held.

YEARS OF WORK EXPERIENCE	Number Holding Bachelor Degrees	Percent Holding Bachelor Degrees	Number Holding Masters Degrees	Percent Holding Masters Degrees	COMBINED PERCENTAGE of all RESPONDENTS
None	13	12%	01	03%	10%
Less than 1 year	25	23%	05	15%	21%
1-2 years	14	13%	10	30%	17%
2-3 years	11	10%	05	15%	11%
3-4 years	07	06%	03	09%	07%
4-5 years	05	05%	01	03%	04%
5-6 years	06	06%	01	03%	05%
6-7 years	03	03%	00	00%	02%
8-9 years	01	01%	00	00%	01%
9-10 years	00	00%	02	06%	01%
10 or more years	03	03%	03	09%	04%
No answer	20	19%	03	09%	16%
TOTALS	108		34		

\*All percentages have been rounded to the nearest whole number.

The participants were asked to explain how a Federally reimbursed vocational business and office occupations program operates. Table X indicates the type of response that the respondents gave to the above question. The responses were categorized according to the amount of information given in the answers.

Thirteen percent of the teachers holding bachelor's degrees indicated that a Federally reimbursed vocational business and office occupations program had something to do with the number of students enrolled in business classes or the number of course offerings and the majority stated there was some relationship to the above and the amount of money received for each student and/or the teacher's salary. In most cases the response indicated there were certain requirements to be met in order to receive the money, but also most did not know just what the requirements were. Six percent of the teachers holding masters degrees gave similar answers.

Seven percent of the teachers holding bachelor's degrees indicated that a Federally reimbursed vocational business and office occupations program was on-the-job training in cooperation with the school. Twelve percent of the teachers holding masters degrees gave the same indication.

Six percent of the teachers holding bachelor's degrees indicated that a Federally reimbursed vocational business and office occupations program was a program submitted to the State for approval, and if approved, Federal funds were given to the school in support of that program. Most of these classified answers also included the fact that the objective of the program was training for employment. Twenty-four percent of the teachers holding masters degrees gave similar answers.

One percent of the teachers holding masters degrees indicated that a Federally reimbursed vocational business and office occupations program was a work experience program. One percent of the teachers holding a bachelor's degree indicated that a Federally reimbursed vocational business and office occupations program was reimbursed under the criteria that applies to the State Foundation Program.

Seventy-four percent of the teachers holding bachelor's degrees indicated they did not know how a Federally reimbursed vocational business and office occupations program operated, or they did not respond to the question. Fifty-six percent of the teachers holding masters degrees were in the same category.

When the respondents were combined without regard to degrees held, eleven percent of the teachers indicated that a Federally reimbursed vocational business and office occupations program had something to do with the number of students enrolled in business classes or the number of course offerings and the majority stated there was some relationship to the above and the amount of money received for each student and/or the teacher's salary. In most cases the response indicated there were certain requirements to be met in order to receive the money, but most did not know just what the requirements were.

Eight percent of the combined respondents indicated that a Federally reimbursed vocational business and office occupations program was on-the-job training in cooperation with the school.

Ten percent of the combined respondents indicated that a Federally reimbursed vocational business and office occupations program was a program submitted to the State for approval, and if approved, Federal funds were given to the school in support of that program. Most of these

classified answers also included the fact that the purpose of the program was training for employment.

One percent of the combined group indicated that a Federally reimbursed vocational business and office occupations program was a work experience program. One percent of the combined group indicated that a Federally reimbursed vocational business and office occupations program was reimbursed under the criteria that applies to the State Foundation Program.

When the respondents were combined without regard to degrees held, sixty-nine percent of the teachers indicated they did not know how a Federally reimbursed vocational business and office occupations program operated, or they did not respond to the question. See Table X.

TABLE X.--Responses to the question, "Explain how a Federally reimbursed vocational business and office occupations program operates."

TYPE OF RESPONSE	Number Holding Bachelor Degrees	Percent Holding Bachelor Degrees	Number Holding Masters Degrees	Percent Holding Masters Degrees	COMBINED PERCENTAGE of all RESPONDENTS
Student enrollment, Course offerings, Certain requirements.	14	13%	02	06%	11%
On-the-job training (Cooperative)	07	07%	04	12%	08%
State Plan, objective: employment training.	06	06%	08	24%	10%
Work Experience	00	00%	01	01%	01%
State Foundation Program	01	01%	00	00%	01%
No knowledge or No answer	80	74%	19	56%	69%
TOTALS	108		34		

\*All percentages have been rounded to the nearest whole number.

Table XI indicates the percentage of teachers presently working in vocational programs and interest of teachers and administrators in establishing cooperative programs. Four percent of the responding teachers indicated their school was presently operating a cooperative program. Thirty-one percent of the teachers indicated their school was not operating a cooperative program.

Eight percent of the responding teachers did not know if their school was presently operating a cooperative program, while fifty-seven percent of the respondents did not answer the question.

Sixty percent of the respondents indicated they were interested in establishing a cooperative program. Sixteen percent indicated they were not interested in establishing a cooperative program. Twenty-four percent of the responding teachers did not answer the question.

Forty percent of the responding teachers indicated that their administration was interested in establishing a cooperative program, while nine percent indicated they were not interested. Forty percent of the respondents did not know if their administration was interested in establishing a cooperative program. Twelve percent of the respondents did not answer the question.

Sixteen percent of the respondents indicated they were presently teaching in a Federally reimbursed program, while fifty-five percent indicated they were not presently teaching in a Federally reimbursed program. Twenty-two percent of the responding teachers indicated they did not know if they were teaching in a Federally reimbursed program, and seven percent of the respondents did not answer the question.

See Table XI.



TABLE XI.--indicates the percentage of teachers presently working in vocational programs and interest of teachers and administrators in establishing cooperative programs.

QUESTION:	Yes	Per- cent	No	Per- cent	Don't Know	Per- cent	No Answer	Per- cent
Does your school have a Co-op program?	6	04%	44	31%	12	08%	80	57%
Are you interested in establishing a cooperative program?	85	60%	23	16%	00	00%	34	24%
Is your administration interested in establishing a cooperative program?	56	40%	12	09%	57	40%	17	12%
Are you presently teaching in a Federally reimbursed program?	23	16%	78	55%	31	22%	10	07%

\*All percentages have been rounded to the nearest whole number.

Eighty-three percent of the respondents indicated they would like to know more about a Federally reimbursed vocational business and office occupations program. Seven percent of the respondents indicated they did not want to know more about a Federally reimbursed vocational business and office occupations program. Ten percent of the responding teachers did not answer the question.

Table XII indicates the type of response given when asked to explain the difference between a vocational business and office occupations program and a general business education program. Thirty-two percent of the teachers holding bachelor's degrees indicated that a vocational business and office occupations program was immediate employment oriented.



Forty-one percent of the teachers holding masters degrees gave the same indication. When the respondents were combined without regard to degree held, thirty-four percent indicated that a vocational business and office occupations program was immediate employment oriented.

Eleven percent of the respondents holding bachelor's degrees indicated that a vocational business and office occupations program was on-the-job training or cooperative education. Seventeen percent of the respondents holding the masters degree gave the same indication. When the respondents were combined without regard to degree held, thirteen percent gave the indication that vocational business and office occupations programs were on-the-job training or cooperative education.

Fifty-seven percent of the respondents holding bachelor's degrees either did not answer the question or indicated they had no knowledge concerning the difference between a vocational business and office occupations program and a general business education program. Forty-one percent of the respondents holding masters degrees gave the same indication. When the respondents were combined without regard to degrees held, fifty-three percent either did not answer the question or indicated they had no knowledge concerning the difference between a vocational business and office occupations program and a general business education program. See Table XII.

TABLE XII.--indicates respondents' basic conception of a vocational business and office occupations program.

TYPE OF RESPONSE	Number Holding Bachelor Degrees	Percent Holding Bachelor Degrees	Number Holding Masters Degrees	Percent Holding Masters Degrees	COMBINED PERCENTAGE of all RESPONDENTS
Immediate Employment oriented	34	32%	14	41%	34%
Cooperative Education (On-the-job training)	12	11%	06	17%	13%
No knowledge or No answer	62	57%	14	41%	53%
TOTALS	108		34		

\*All percentages have been rounded to the nearest whole number.

Three percent of the respondents indicated that between one and twenty percent of their high school graduates entered either a junior college or a four-year institution. Three percent of the respondents indicated twenty-one to thirty percent of their graduates entered either a junior college or a four-year institution.

Six percent of the responding teachers indicated that thirty-one to forty percent of their graduates entered either a junior college or a four-year institution, while eleven percent indicated forty-one to fifty percent of their graduates continued their education beyond high school.

Five percent of the respondents indicated that fifty-one to sixty percent of their high school graduates entered either a junior college or a four-year institution, while sixteen percent of the respondents indicated that sixty-one to seventy percent of their graduates entered a junior college or a four-year institution.

Nine percent of the responding teachers indicated that seventy-one to eighty percent of their graduates entered junior college or a four-year institution, while only one percent indicated that eighty-one to ninety percent of their graduates continued their education beyond high school.

Forty-nine percent of the respondents indicated they had no knowledge of the percentage of graduates that entered junior college or a four-year institution, or did not respond to the question.

Sixteen percent of the respondents indicated that less than twenty percent of those who enter college complete a baccalaureate program. Eight percent indicated that twenty-one to thirty percent of those who enter college complete a baccalaureate program, while three percent of the respondents indicated thirty-one to forty percent of those who enter college complete a baccalaureate program.

Five percent of the responding teachers indicated that forty-one to fifty percent of those students who enter college complete a baccalaureate program, while two percent of the respondents indicated that fifty-one to sixty percent of the students entering college complete a baccalaureate program.

Two percent of the respondents indicated that sixty-one to seventy percent of their students entering college complete a baccalaureate program. One percent of the responding teachers indicated that seventy-one to eighty percent of their graduates entering college completed a baccalaureate program.

One percent of the respondents indicated that eighty-one to ninety percent of their high school graduates who entered college received a baccalaureate degree. Sixty-five percent of the respondents indicated

they had no knowledge of the percentage of those who began college that completed a baccalaureate program, or did not answer the question.

**TABLE XIII.--indicates the teachers' knowledge or estimate of student enrollment in junior colleges or four-year institutions--and their knowledge or estimate of those enrolled who receive a baccalaureate degree.**

PERCENTAGE OR ESTIMATED PERCENTAGE	QUESTION: What Percent of your graduates enroll in a junior or four-year institution?		QUESTION: What percent of those who enter college complete a baccalaureate program?	
	Number	Percent	Number	Percent
1-20%	04	03%	22	16%
21-30%	04	03%	11	08%
31-40%	08	06%	04	03%
41-50%	15	11%	07	05%
51-60%	07	05%	02	02%
61-70%	22	16%	02	02%
71-80%	12	09%	01	01%
81-90%	01	01%	01	01%
No knowledge or no answer	69	49%	92	65%
<b>TOTALS</b>	<b>142</b>		<b>142</b>	

\*All percentages have been rounded to the nearest whole number.

Table XIV indicates the percentage of respondents who would like to see a division between Distributive Education and Business Education at the State level. Forty-four percent of the respondents holding a bachelor's degree indicated they would like to see a division between Distributive Education and Business Education. Fifty-nine percent of the respondents holding masters degrees gave the same indication.

When the respondents were combined without regard for the degree held, forty-eight percent of the respondents indicated they would like to see a division between Distributive Education and Business Education at the State level.

Twenty-three percent of the respondents holding bachelor's degrees indicated they did not want a division between Distributive Education and Business Education at the State level. Twenty-six percent of the respondents holding masters degrees gave the same indication. When the respondents were combined without regard for the degree held, twenty-four percent indicated they did not want a division between Distributive Education and Business Education at the State level.

Thirty-two percent of the respondents holding bachelor's degrees did not respond to the question, and fifteen percent of the respondents holding masters degrees did not respond to the question. When the respondents were combined without regard for the degree held, twenty-eight percent of the respondents did not answer the question.

Some of the respondents who gave a negative response to the question, qualified their answer by stating that perhaps an assistant would help. Many of the respondents felt that the responsibility was too much for one person, but Distributive Education and Business Education were too closely related to put them under two separate State Heads. See Table XIV.



TABLE XIV.--indicates the percentage of responses concerning a division between Distributive Education and Business Education at the State level.

TYPE OF RESPONSE	Number Holding Bachelor Degrees	Percent Holding Bachelor Degrees	Number Holding Masters Degrees	Percent Holding Masters Degrees	COMBINED PERCENTAGE of all RESPONDENTS
Favor separate divisions	48	44%	20	59%	48%
Do not favor separate divisions	25	23%	09	26%	24%
No Answer	35	32%	05	15%	28%
TOTALS	108		34		

\*All percentages have been rounded to the nearest whole number.

#### Summary

A questionnaire was completed by one hundred forty-two Wyoming business education teachers. The questionnaire was designed to determine the needs of and interest in Vocational Business and Office Education in Wyoming. Specifically the study involved: (a) teachers' qualifications for vocationally reimbursed business and office occupations programs, (b) teachers' interest in vocationally reimbursed business and office occupations programs, and (c) teachers' general knowledge of vocational business and office occupations programs.

The instrument included general topics concerning vocational education. The respondents indicated their knowledge or lack of knowledge, interest or lack of interest and whether they did or did not desire more information concerning vocational education and specifically Federally reimbursed vocational education programs. In addition, the respondents indicated their vocational qualification status.



The study revealed that business education teachers have a definite interest in learning more about vocational education, specifically Federally reimbursed business and office education occupations programs. The study further revealed a lack of teacher knowledge concerning vocational education.

The study indicated that the State Department of Education needs to examine the qualifications of business education teachers in terms of teaching vocational programs. In addition, the study indicated a need for additional personnel at the State level and a need for establishing a chain of communication from the State Department of Education to the classroom teachers.

## CHAPTER IV

### THE SUMMARY

Our changing society with its accompanying complexities and social variances has manifested a need for education which will equip students with practical training that will function on the job and will assist them in making social-economic adjustments after their schooling ends.

Formal education should help people to make adjustments to life and its circumstances. Possibly the primary need of life is to make a living. To train persons to earn a living and to live as happily as possible is the primary objective of vocational education.

Today business education teachers and the educational system must face the fact that public schools are social institutions set up for the purpose of inducting youth safely and swiftly into some occupationally and socially useful place in life. One of the most effective channels to social and occupational competence is sound, penetrating vocational business and office occupations training under public-school supervision.

An evaluation of business education programs, teacher qualifications, needs and interests was needed as a basis for improving vocational business and office occupations programs in Wyoming. This study was undertaken in an attempt to determine the vocational competency of business teachers, their needs and interests. It was believed that the results of such an evaluation could then form a basis for an organized plan of action toward teacher training and program development.

### The Problem

This study was designed to determine the needs of and interest in Vocational Business and Office Education in Wyoming. The purpose of the study was to determine the existing teachers' qualifications, interests and needs of business teachers in the State, and to use the findings in planning for future teacher training and vocational program development.

### Methods and Procedures

The sample used for this study was composed of all secondary business education teachers in Wyoming. A questionnaire was developed in cooperation with Mr. Keith Bagley, Mr. Ed Valencich and Dr. A. C. Masterson. Mr. Keiji G. O'Kano, Wyoming State Department of Education approved the study. Mr. Bruce C. Perryman, Director of the Research Coordinating Unit, Wyoming State Department of Education prepared the cover letter and handled the mailing. The responses on the questionnaire were summarized with the use of simple percentages.

### Findings

It was found that of the one hundred forty-two respondents, twenty-one have earned between one and five semester hours of college credit in vocational education. Only twenty-seven percent of the respondents have any college hours in vocational education. Seventy-three percent either said they had no vocational education hours or did not respond to the question.

Twenty-three percent of the respondents indicated they were vocationally certified. Thirty-nine percent indicated they could be vocationally certified. There was some duplication of answers on the two questions.

Seventy-six percent of the respondents said they were not vocationally certified, didn't know if they were vocationally certified or did not answer the question. Sixty-two percent indicated they could not be vocationally certified, did not know if they could be vocationally certified, or did not answer the question.

Twenty-four percent of the respondents indicated they had some office related work experience during the past year. Forty-two percent indicated some office related work experience during the last five years, while forty-nine percent indicated some office related work experience during the last ten years. Again there was some duplication of responses due to the fact that if they had worked within the last year, they obviously would have worked during the last five years or last ten years.

Thirty-one percent of the respondents indicated they had had less than one year office related work experience. Sixteen percent did not respond to the question. When those respondents with less than one year's work experience and those who did not answer the question were combined, forty-seven percent of the teachers were accounted for, leaving fifty-two percent of the respondents who have one to ten years of office related work experience.

Ten percent of the respondents indicated that a Federally reimbursed vocational business and office occupations program was a program submitted to the State for approval, and if approved Federal funds were given to the school in support of that program. Most of the respondents in this category also included the fact that the purpose of the program was training for immediate employment.

Sixty-nine percent of the respondents indicated no knowledge concerning a vocational business and office occupations program or did not answer

the question. The remaining twenty-one percent of the respondents' answers indicated misconceptions of what a vocational business and office occupations program was.

When asked if their school had a cooperative program, eight percent did not know and fifty-seven percent did not respond to the question. When asked if they were presently teaching in a Federally reimbursed program, fifty-five percent said they were not; twenty-two percent indicated they did not know; and seven percent did not respond to the question.

Sixty percent of the respondents indicated they were interested in establishing a cooperative program, while forty percent indicated their administration was interested in establishing a cooperative program. Eighty-three percent of the respondents indicated they would like to know more about a Federally reimbursed vocational business and office occupations program.

When asked to explain the difference between a vocational business and office occupations program and a general business education program, thirty-four percent indicated that a vocational business and office occupations program was immediate employment oriented. Thirteen percent of the respondents indicated that a vocational business and office occupations program was cooperative education. Fifty-three percent of the respondents did not answer the question or indicated they had no knowledge.

Forty-eight percent of the respondents indicated that they would like to see a division between Distributive Education and Business Education at the State level. Twenty-eight percent of the respondents did not answer the question.

### Conclusions

The high percentage of teachers who have no vocational education credits is indicative of the lack of vocational knowledge indicated by many of the respondents. When only twenty-three percent of the respondents indicated they were vocationally certified, and only thirty-nine percent indicated they could be vocationally certified, it would appear that some action is needed to encourage more teachers to do office related work. Less than fifty percent of the respondents indicated they had had any office related work experience within the past ten years. When one considers the number of persons entering the world of work each year, the large turnover of workers, the rate of failure of many workers due to the lack of training, and the increased surge of automation, it would be logical that business teachers should be doing office related work regularly in order to keep pace with the changing society.

Fifty-two percent of the respondents indicated they had one or more years of office related work experience. The Wyoming State Plan states that a minimum of 2000 hours (one year) office related work experience is required for a teacher to be eligible to teach in a Federally reimbursed vocational business and office occupations program. With only fifty-two percent of the teachers meeting this requirement, according to their own statements, it appears that forty-eight percent of the responding teachers do not have the necessary qualifications for teaching in a Federally reimbursed business and office education program.

Only ten percent of the respondents gave a reasonably close answer when asked to explain how a Federally reimbursed business and office occupations program operates. This again narrows down the number of programs that could be functioning properly. It does not seem possible for a



teacher to properly teach a vocational business and office occupations program when they do not know how the program operates.

Sixteen percent of the respondents indicated they were presently teaching in a Federally reimbursed business and office occupations program, yet only ten percent knew how such a program functions.

Another significant fact was that eighty-three percent of the respondents indicated they would like to know more about a Federally reimbursed vocational business and office occupations program.

### Recommendations

Since there were many statements on the questionnaire that were not answered by a large number of the teachers, it was difficult, in some instances, to determine pure percentages. However, it was taken for granted that questions unanswered were due to lack of knowledge.

In too many instances the schools have not kept pace with employment opportunities and have not provided training for the openings that are available to youth today. Further studies might prove to be highly beneficial to keep abreast of the change in programs in relation to vocational objectives as they are established on the State and Federal levels.

Teacher workshops and the State Vocational Conference could be used to great advantage for indoctrination of teachers concerning Federally reimbursed vocational business and office occupations programs. Perhaps, the State Department of Education should consider requiring certain vocational education courses as well as office related work experience for vocational certification.

As a result of the study, it would appear advisable for the State Department of Education to consider hiring additional personnel in the

area of business and office education and most certainly a better chain of communication from the State Department of Education to the classroom teachers would be desirable.

### Summary

For the purpose of program improvement, a survey was made to determine how business education teachers' knowledge of vocational education and qualifications compare with their needs and interests.

A study of the responses on the questionnaires made by Wyoming business education teachers revealed that they want and need more information concerning vocational business and office occupations programs. The survey revealed that teacher training and certification requirements need continuous revision to meet the needs and interests of business teachers and students.

## APPENDIX A

WYOMING BUSINESS AND OFFICE EDUCATION STUDY  
QUESTIONNAIRE

Mr. \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Miss \_\_\_\_\_ SCHOOL \_\_\_\_\_  
NAME (Please Print)

SCHOOL ADDRESS \_\_\_\_\_

1. HIGHEST DEGREE HELD \_\_\_\_\_ 2. YEAR OF GRADUATION \_\_\_\_\_ 3. MAJOR(S) \_\_\_\_\_

4. TEACHING EXPERIENCE: Years in Present Position \_\_\_\_\_ 5. Years in Wyoming \_\_\_\_\_

6. Total Teaching Experience \_\_\_\_\_ years.

7. HIGH SCHOOL SIZE: Less than 50 \_\_\_\_\_; 51-100 \_\_\_\_\_; 101-200 \_\_\_\_\_; 201-300 \_\_\_\_\_;  
(check) 301 or more \_\_\_\_\_; three-year high school \_\_\_\_\_;  
four-year high school \_\_\_\_\_

8. Number of business teachers in your school that teach part-time \_\_\_\_\_  
full-time \_\_\_\_\_

\*9. Have you ever had any vocational education courses \_\_\_\_\_ yes; \_\_\_\_\_ no.  
IF YES: WHAT WHERE WHEN

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

\*10. Total vocational education hours \_\_\_\_\_ Semester; \_\_\_\_\_ Quarter

11. Are you vocationally certified in Wyoming? \_\_\_\_\_ Yes; \_\_\_\_\_ No; \_\_\_\_\_ Don't know

\*12. Could you be vocationally certified in Wyoming? \_\_\_\_\_ Yes; \_\_\_\_\_ No; \_\_\_\_\_ Don't know

\*13. How many hours of office or office related work experience have you had in the  
last year \_\_\_\_\_; last five years \_\_\_\_\_; last 10 years \_\_\_\_\_?  
(2000 hours = 1 year)

\*14. Total hours of office and/or office related work experience. \_\_\_\_\_

15. Explain how a Federally reimbursed vocational business and office occupations  
program operates. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OVER

2.

16. Are you presently teaching in a Federally reimbursed program? \_\_\_Yes; \_\_\_No;  
\_\_\_Don't know

17. IF YES: Is it a cooperative (on-the-job-training) program? \_\_\_Yes; \_\_\_No;  
\_\_\_Don't Know

18. IF NO: Are you interested in establishing a Federally reimbursed vocational  
business and office occupations program? \_\_\_Yes; \_\_\_No.

19. Is your administration interested in establishing such a program? \_\_\_Yes;  
\_\_\_No; \_\_\_Don't know.

20. Would you like to know more about a Federally reimbursed vocational business  
and office occupations program? \_\_\_Yes; \_\_\_No.

21. Explain the difference between a vocational business and office occupations  
program and a general business education program. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. What percent of your graduates enroll in a junior college or a four-year  
institution? \_\_\_Percent; \_\_\_Estimate; \_\_\_Don't know.

23. What percent of those who enter college complete a baccalaureate program?  
\_\_\_Percent; \_\_\_Estimate; \_\_\_Don't know.

24. Would you like to see a division between Distributive Education and Business  
Education at the State level? \_\_\_Yes; \_\_\_No. Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX B



## QUESTIONNAIRE EXPLANATION SHEET

- \* 9. Vocational Education courses include: Philosophy of Vocational Education; History of Vocational Education; Coordinating Techniques; Program Planning in Business and Office Education; Philosophical Concepts in Vocational Education; Administration and Supervision of Office Occupations; Vocational Adult Education; Human Relations in Vocational Education; Public Relations in Vocational Education; Advisory Committees.  
(Note: Vocational Education courses do not include the skill subjects such as typing, shorthand and bookkeeping.)
- \*10. Do not include skill courses, eg. typing, shorthand, bookkeeping.
- \*12. Vocational certification requirements in Wyoming (Baccalaureate Degree plus 200 hours of office related work experience.)
- \*13. Office related work experience refers to work actually performed (either part-time or full-time) in an office; eg. typing, filing, record keeping, etc.)
- \*14. Same as 13.

## APPENDIX C



# THE STATE OF WYOMING

DEPARTMENT OF EDUCATION

C H E Y E N N E

82001

HARRY ROBERTS

STATE SUPERINTENDENT

October 21, 1968

Dear Wyoming Business Educator:

In cooperation with Mr. K. G. O'Kano, State Director of Business and Office Education, Wyoming State Department of Education, and the Research Coordinating Unit, a study is being made to determine the needs of and interest in vocational business and office education in Wyoming. The questionnaire should be answered according to your present knowledge and is not intended to require any research. All responses will be kept confidential and used only as part of the overall study. Your cooperation is vital.

There are several questions marked with an asterik and the third page contains some explanations of these questions for your convenience. Also enclosed is a self-addressed, stamped envelope for your reply. An early response will be greatly appreciated.

Sincerely yours,

Bruce C. Perryman, Director  
Wyoming Research Coordinating Unit  
Research and Development Section

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